

OFFICIAL PUBLICATION OF THE CANADIAN CAMPING ASSOCIATION

# CANADIAN CAMPING

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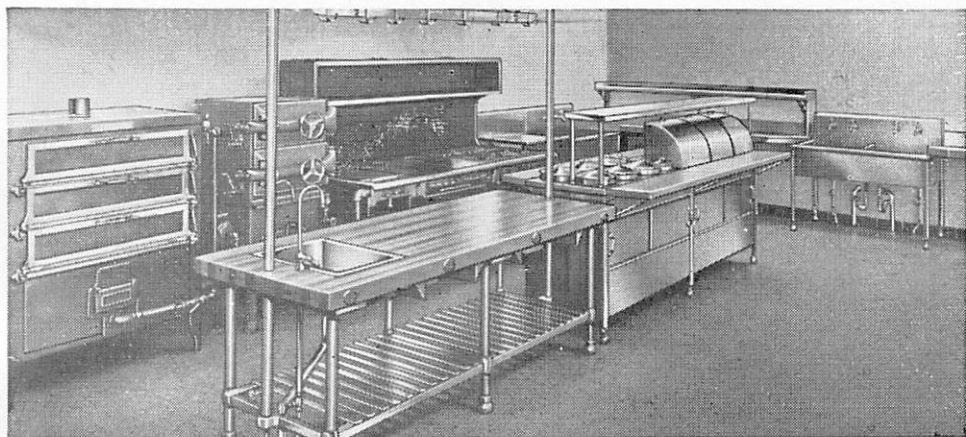
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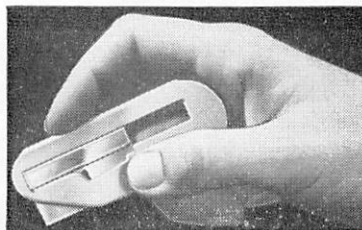


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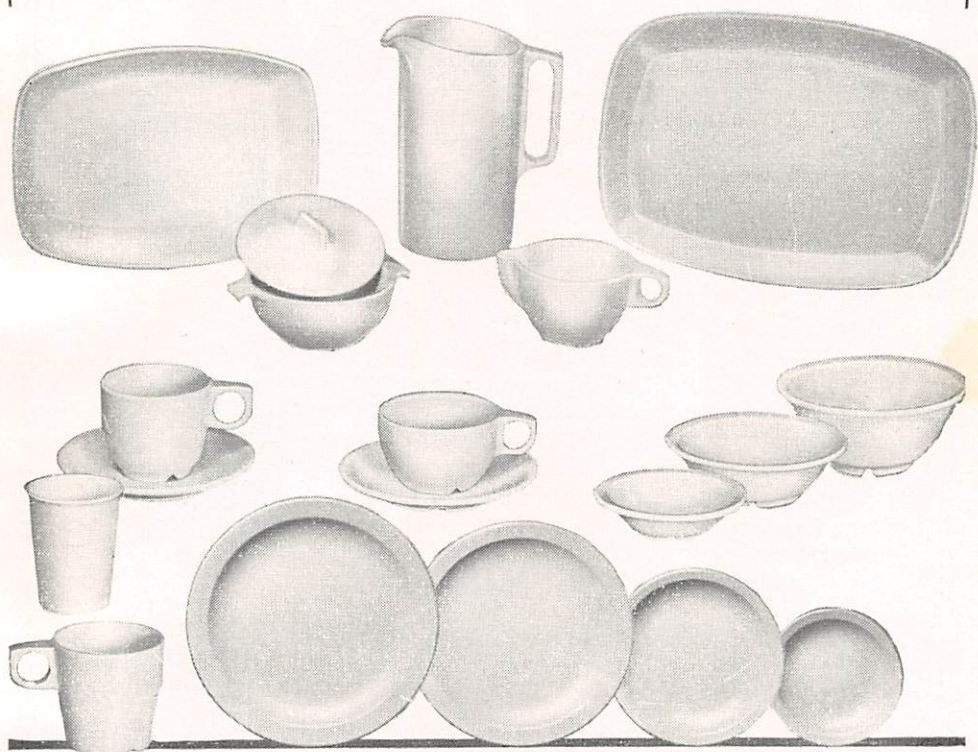
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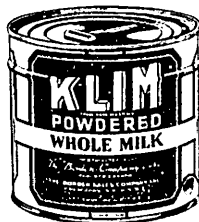


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# CANADIAN CAMPING

Vol. 8

APRIL, 1956

No. 3

## CONTENTS

Camping and Citizenship .....	John P. Kidd	11
Staff Training .....	Wilbur Howard	12
Among Ourselves .....	Mary Edgar	17
C.I.T. Training .....	Barry Lowes	20
Is There a Doctor In Camp .....	J. E. Anderson, M.D.	24
Duel Issues .....		30
Waterfront Suggestions .....	Warren Clayson	32
Whoduzit? .....	Mary Edgar	40
The Voice of Nature .....	Rev. Robert Sneyd	42
Woodfire and Candlelight .....	W. E. Yard	47
For Your Camp Library .....	D. Douglas	50
Feeding Our Campers .....	Ruth Carruthers	53
School Camping in Ontario .....	Blanche Snell	57
National News and Notes .....		62

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# **CAMPING . . . AND CITIZENSHIP**

## **EDITORIAL**

JOHN P. KIDD

In many respects, a summer camp is a complete world, a society, a civilization, a community, separate and distinct. This is due in part to its physical setting, its relative isolation, but also to the objectives of the organization or persons sponsoring the camp, and the manner in which these objectives are carried out.

It was perhaps more natural than accidental that the pioneers in the camping movement were agencies whose major purpose was character development, and that these and other organizations with similar objectives are still active in the camping field. For it is surprising that many of the "commercial" ventures in camping stress, and with integrity, the character development parts of their program. The camping situation, a small and more or less homogeneous society, generally with simple but effective organization, and with almost continuous face-to-face relationships, with a minimum of group tensions fortified by history and tradition, and with fairly clear-cut, common objectives, provides almost unlimited opportunities for the healthy growth of character, personality and the human spirit.

Full opportunity for personal growth and individual development is generally a basic objective. A minimum of restrictions, of rules and regulations, and in some instances opportunities for participating in the determining of these, creates an atmosphere of freedom. And of equal importance are the various responsibilities, individual and

group. To this we might add—although the list is almost interminable—such things as opportunities for free choice for sharing in decision-making, for a sense of belonging, for recognition—personal and group—for participation in solving real conflicts.

Skills, too, are important; no camp could operate long without skill groups and activities. (The danger lies in sometimes evaluating a camp experience in terms of proficiency in skills rather than as to what has happened to the camper as a person).

All these things can, and frequently do, promote character and personality growth. And they can, and often do, promote citizenship growth.

Citizenship isn't just anybody's business; it is everybody's business. Nor can citizenship be taught, like a skill, any more than education or character can be taught. There is a special area of knowledge that can be given and acquired, and there are skills—such as problem-solving, the operation of meetings, etc.—that can be learned, but attitudes, respect for the rights of others, and a sense of individual and group responsibility—these things can not be taught. And it is in all these things that the camp situation, a complete — if temporary — simply structured society, provides the fullest opportunity for personal and group citizenship growth.

Ritual, such as flag raising, has its  
*continued on page 56*

# Staff Training and It's Techniques

REV. WILBUR HOWARD

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Training may be of two kinds, pre-camp and on-the-job training, and both should take place on the camp site. You need a minimum of two weeks for it. We are playing at leadership if we think we can do it in less. Leaders must become a close-knit group and that doesn't happen in just a few days. So don't handicap your leaders by having an inadequate pre-camp training time.

And you can supplement this pre-camp training with some special leadership training opportunities during the winter—

Series of letters

Study of camp manual

Selective reading

Frequent get-togethers to talk over the job

Camp conference.

## On-the-Job Training

1. C.I.T.—The idea of the Counselor-in-Training Plan is good. We should issue this warning. Don't let this become just a Joe job . . . bathing dishes . . . waiting on tables . . .

*Rev. Wilbur Howard has addressed the Camping Associations and Church Groups on many occasions, and is well known to our members across Canada. The following is an excerpt from one of his talks to the Canadian Camping Association.*

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manicuring potatoes . . . stand-in for the regular counsellor who is away on night duty . . .

## 2. Regular supervision interviews.

3. Staff meetings. A lot depends upon the chief, the camp director, the top banana.

The word "chief" needs looking at. It has just a little bit of the flavour of a high status term which suggests an unapproachable one who stands on his dignity and sits on his subordinates. He may dominate, ingratiate, infuriate or bind his leaders to him with chains of gratitude.

The chief or camp director must be an emotionally mature person. He

must not try to manipulate his staff in order to make it meet his personal needs. Rather, he must help the staff to achieve its goals. The chief must not be filled with powerful feelings of inferiority or inadequacy which motivate the status seeker. Rather, he must be able to tolerate frustrations and criticisms. The chief does not need to defend himself and he does not need to see every demand and every criticism as a personal attack.

It's a tough role. The camp director may believe in the right of those under him to criticize but underneath it all he may resent it when others are actually critical of his ideas. He may not indicate his displeasure by a shout. He may use the subtle gesture, the tone of his voice, the twitching of an ear . . . You might hear him say things like, "Well, we've always had a shore supper" . . . "How many would like to see us have our traditional closing ceremony?" . . .

And so, staff meetings could become a farce. You're scared to express your honest opinion. So, you play it safe. You use tact. You know what tact is—that's "the ability to describe others as they see themselves." Or, maybe you take a leaf from Josh Billings' book. Josh Billings once said, "When a man comes to me for advice, I find out the kind of advice he wants, and I give it to him."

### **Training Should Include:**

1. An understanding of the individual camper.
2. An understanding of how to work with groups.
3. Emphasis on special occasions such as the first day of camp, the initial settling in period, the mid-summer slump.

## **4. Undergirding of objectives.**

### **1. The Individual Camper**

It is important for us to know the general characteristics of the age group with which we are working. But it is also important for us to know how to get to know the individual camper. Every camper is different. Even if we have a good knowledge of general characteristics, unless we know how to get some knowledge of the individual boy or girl with whom we are working, we will not do a good job at understanding our campers.

### **2. Group Work**

One of the qualities that we might strive for in our groups is that of cohesiveness.

**High Cohesiveness**—The high cohesive group is the kind of group that really knows how to stick together. We're all pals together . . . Yea, team! . . . our cabin . . . our leader . . . blanket brothers . . . paddle pals . . .

**Low Cohesiveness**—This is a group that will have the fringers in it. In this kind of group you may hear things like, "Get the lead out of your pants!" . . . "Harry's missing." . . . "Can't you guys do anything together?"

And so you say that's for me—the High Cohesive Group. But remember there are dangers in the High Cohesive Group:

(a) The High Cohesive Group may become an exclusive cult.

(b) The High Cohesive Group may establish and force gang standards. The boy who doesn't come up to the gang standards will find that he gets a physical or psychological shut-out. You know how it works—"He can't



go with us." . . . "Get off my bunk!" . . . The standards of such a group may be good or they may be bad. And they're just as zealous about enforcing bad standards as they are about good standards. And then, too, this idea of conformity isn't too strong a quality in a democracy. We're trying to encourage independent, fearless thinking. We're trying to encourage the critical mind.

We've got to keep asking questions about groups. We've just established a nice comfortable pattern—the democratic leader in a democratic group. This is just about tops in the group work field. So let's get them voting, voicing their ideas, making decisions. Let's give them choices — "Do you want to keep the whole camp awake with your loud talking?" . . . "Do you want to drink your tomato juice or shall I take away your dessert?"

Get them interacting. Make a chart. Draw a line showing how Mary reacts to Linda but it's none of her biz what happens to Liz. You'll get on your chart lines that look like an analysis chart.

And so you hold up your hands in horror and have violent reactions whenever anyone speaks of regimentation, blowing a whistle, or standing in line. You will be a far cry from that choice little bit that you read about in the novel *Battle Cry*. In this book the sergeant says to the Marines, "When the command 'eyes right' is given, I want to hear those eyeballs click."

Remember the rule—not more than one person must be forced to do the same thing at the same time.

You just got used to that famous experimental movie showing the three groups:

1. *Laissez-Faire* — which got nowhere.

2. *The autocratic*—which got somewhere, but fast, when the leader left.

3. *Democratic*—which went "ours, us, we, we, we, all the way home." That movie, of course, cannot last. It cannot last because it can never be made over in the new modern cinema-scope. It can't be made in cinemascope because of our belief in the small group.

All campers will not be happy in a democratic group. You may have to start where they are. The democratic group for many campers may be a shock treatment that was introduced to them too soon and too suddenly.

### First Day Empathy

Empathy is the ability to appreciate the other person's feelings without yourself becoming so emotionally involved that your judgment is affected. In sympathy you say, "I feel as you do." In empathy you say, "I know how you feel." Empathy is a detached insight. For instance, in a mountain climbing expedition where the mountaineers are climbing up a mountain roped together, suppose that one of the party falls in a crevasse. If you have sympathy then you jump into the crevasse and you feel, of course, exactly like the man who first fell in. If you have empathy you brace your feet, you understand what has happened, and you try to pull the man who is in difficulty out of the crevasse. Remember the doctor who said, "Empathy enables me to find out what kind of patient the disease has got." Now, on the first day of camp we need a special kind of empathy. Pity the poor camper! He has a feeling of isolation.

A short time ago I was looking at two pictures in the Vancouver art gallery. One was a picture painted by Mortimer Lamb. It was entitled "Portrait of a Girl." In this picture there was a girl. Over to one side of the picture was an arm that was so far away that it could not possibly be connected to the girl. It was an unrelated arm. The lady who was showing some of us around the art gallery said, "It is compositionally correct." The camper on the first day of camp may be in a correct setting but he may be like that unrelated arm. Also, in that Vancouver art gallery was a picture painted by Don Jarvis entitled, "The Four Lost Ones." It was no particular four. They represented humanity. The artist used a kind of a vague, foreboding, depressing sort of brush technique. The one thing that you noticed was that there was no community between these four. So it might be with the boy on the first day of camp. There are crowds of other boys and leaders rushing all around and there he is alone in the middle of the crowd. He has no communion with the great group of people around him.

**Feeling of Crowd**—Crowd is a very strange thing, isn't it? In a subway you call it congestion, in a night spot you call it intimacy. But in the crowded camp little guys feel big and big guys feel little. I remember the first day at a certain private camp there was a big fifteen-year-old boy. Shortly after he arrived he was discovered sitting on a rock. He was crying. When the chief went up to him and asked him what the trouble was, he explained that he was homesick. The chief said, "What, a big boy like you homesick?" The boy replied in a sob-shaking voice, "I'm not so big."

**Bewildered by the New Setting**—The campers might be bewildered and confused about the new setting in which



they find themselves. Air conditioned cabins . . . decentralized plumbing . . . The boy has given up his familiar home setting for this new one. Remember the story of the Zulu chief. He bought his bride through the barter system. A couple of days after his wedding, he went about the village muttering to himself. Those who got close to him made out his words. He was saying, "I wish I had my goat and six hens."

**Getting a Foothold in your Cabin Group or Establishing a Beachhead on a Bunk**—The first day of camp you have to make yourself at home in your cabin. Something like this might happen. You and a bigger boy claim the same bunk. If you are clever, you'll say to the bigger boy, "You take it, I'd rather have a lower, anyway. In this way you've established a friend. You've given a bigger boy something that you couldn't possibly have had even if you had wanted it."

Or you might get your foothold in your cabin through *bribery*. You can bring out candy and comic books and share them around.

You might get your foothold in your cabin group by having something that all the other boys admire. For instance, you might take out that knife with the five inch blade. If another boy hap-

pens to have a knife with a six inch blade you simply say, "I only brung my small one."

Or you can win admiration by spiking your conversation with profanity. You might give out with some facts that Dr. Kinsey didn't care to use in his report.

Another way of establishing a beachhead in your cabin is to be the *bully*. Here's how it works. Look around and make sure you're the biggest boy in the cabin. Then call everybody else an egghead. If someone says something you don't like—haul off and hit the *smallest* kid in the cabin.

**Confused by Announcements** — On the first day of camp there are all kinds of announcements. The leaders, the chief, the nurse and so many people have things that they've got to get across to you . . . Don't reach across the table. Ask politely for what you want and starve . . . Keep off the dock . . . Don't cut trees. Do you know how long it takes to grow a tree? Protect the birds; the dove brings peace and the stork brings tax exemptions . . . Watch that sunburn . . . Clean your teeth . . . Write home . . . See the nurse . . . Take a pill . . . Go! Go! Go!

The chief gives a welcome message on that first day of camp. It's a high-powered tone-setter. Just look at that freckle-faced kid taking it all in. But what is the kid really saying—"I wish I was at home. What's that cornball spouting about?" Leaders should be especially schooled in first-day empathy. The director should have a little empathy for the counsellors. It's their first day, too.

## OBJECTIVES, GOALS, THE BIG DREAM

Not only do we need to have the know-how, we also need to have the know-why. What are you doing? Why are you doing it? We're in danger of being so absorbed with group technique, health and sanitation, safety, smart equipment, programme gimmicks, that we neglect to ask "Where is all our activity leading us? Are the things we are achieving through camping really worthwhile?"

### Set Your Own Objectives

The director, staff, parents and campers will share in setting these objectives. Put them down in simple English—no double-dome gingerbread. If they are in high faluting phrases the objectives just won't get off the paper. And here are some guiding suggestions:

1. Your objectives will deal with human personality. Everyone is important. Therefore, you won't start with programme and an attempt to entice and entertain. Start with the needs of the individual camper. Real needs. Use the resources of the camp to meet these needs.

2. Objectives will be relevant to on-going life. Camp is not a summer-tight experience. You are not dealing with a private brand of camp traditions. Deal with the big, universal, eternal things such as love, freedom, faith.

3. Your objectives will relate leaders and campers to God. Anything less is inadequate. God has strength sufficient to meet all our needs.

Don't hide behind a chaplain. If you're going to have religion in the camp it must be built into all your leaders.

Without a vision of God there can be no significance in living. Without God, your dreams are too small.

—●



# AMONG OURSELVES

BY MARY S. EDGAR



MARY G. HAMILTON

To be able to look back over the years to something of lasting and intrinsic value which one has helped to create is the great satisfaction life sometimes gives to a "retired" worker.

Mary G. Hamilton might well glow with pride as she looks back over the years. The Margaret Eaton School, now absorbed by the School of Physical and Health Education of the University of Toronto, and her camp Tanamakoon, are indeed living monuments to her devotion and leadership. But Mary Hamilton is not one to gloat over her own fine achievements. No one with such an enviable record could possess a greater sense of humility. That characteristic is one which has never ceased to impress her co-workers and friends.

Delving into the story of her childhood in the Ontario village of Fergus, one learns that there was a family tradition of sportsmanship. Her father

was an expert curler and went to Scotland with the first team of curlers to represent Canada. As a child and teenager, Mary loved horses and rode at the county fairs. Typical of her, however, was the remark: "If there were three of us, I always came third!"

Choosing Physical Education as a profession, in 1911 Mary joined the staff of the Margaret Eaton School of Literature and Expression, founded by Timothy Eaton in memory of his wife, and directed by Mrs. Scott Raff (who later became Mrs. George Naismith). In 1925 the school was re-organized, and became "The Margaret Eaton School", a school of two departments, Dramatic Art, and Physical Education. In two years' time the Dramatic Art was discontinued and Mary Hamilton became the principal of the school, which was now devoted to the profes-

sional training of students in Physical Education.

During the same year, on an attractive lake in Algonquin Park, she opened her well-known camp for girls. In organizing Tanamakoon, she had a double purpose in mind: A camp for girls in July and August, and a training camp for students of the school in September.

The whole camping movement in Canada benefited from the leadership training which was given to the students at Camp Tanamakoon for twenty-five years. Outstanding leaders in all phases of camping were sought and engaged to share their skills and camp philosophy. Directors throughout the country, looking for qualified counsellors, turned confidently to the Margaret Eaton Placement Office for help.

From the beginning of the Canadian Camping Association, Mary Hamilton played an important part, always ready to share her experiences and to help with any work that needed to be done. Though several of us drew our campers from the same schools and towns, there was never any petty rivalry. Our campers might boast, as campers will: "My camp is the best of all", but a spirit of genuine friendship reigned on the "summit" and the directors of Camp Oconto, Glen Bernard and Tanamakoon travelled happily together to American Conferences in Washington or California, or on a holiday cruise in the West Indies.

In her relationships, there was a true international breadth of outlook. It was a tradition at Camp Tanamakoon to invite young women of different nationalities as counsellors and guests so that the campers might catch something of this spirit of goodwill. An emphasis was also placed upon the

privileges and obligations of Canadian citizenship which will carry over into the adult life of many a camper. An exacting standard in camp skills, a sincerity in worship, a love for the beauty of Algonquin's unspoiled wilderness, these and many other things are part of the heritage of her camp-children.

In 1953, Mary Hamilton retired as director of Camp Tanamakoon after twenty-eight years, happily entrusting her beloved camp to a former counsellor, Elizabeth Wardley Raymer and her husband, confident that on the foundations so well laid a successful future was ensured.

Perhaps the secret of her success as a leader may be guessed from something she said herself: "I always thought it was through my own disabilities that I made my greatest contribution to Tanamakoon. I was inarticulate, so I saw to it that those who had similar inhibitions were drawn out and given a chance to express themselves. I was inferior and knew how that thought might cripple a child did we not help her to take herself in hand at an early age. I was no good at any activity, but I could teach, and had a vision of what could be done for children through camping; also I had a terrific capacity for hard work. I was not keen on taking leadership, so, of necessity, many leaders were developed. Mine, however, was the overall responsibility and I kept my hand on the controls. I felt a sense of responsibility for each and every one . . . 'We'll get this one straightened up before she leaves! . . . this one to look you in the eye and speak out . . . this one to lose her fear of water and people'.

"Some we helped, some we failed, but it was fun, it was satisfying work . . . and I loved it!"

—●

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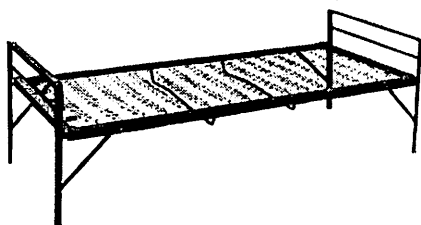
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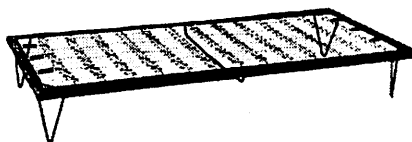
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# **C.I.T. Training**

## ***Pays Dividends***

B. LOWES, *Director,*  
*Camp New Moon*

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"He feels that he is too old to be a camper."

How many times have you heard that statement from the parents of 15 and 16-year-olds? If a camper feels that he or she has outgrown camp, then the blame must fall upon us as camp directors. If we are not providing campers with new experiences and challenges at each age level together with increasing responsibilities that help to foster growth and development, then as directors we are failing in our most important responsibility.

Like so many other camps, we at New Moon are continually experimenting with new ideas and approaches to this pressing problem, trying to discover the answer. The program described here refers to our present position. It will continue to be modified from year to year in the light of our experiences and the changing needs of our teenagers.

Fifteen-year-olds today seem to be precocious. They can assume limited responsibilities and they want to. We

let them. Under the direct supervision of a senior counsellor they may help to put younger groups to bed, go occasionally to activities with selected groups or assume leadership of our camp-wide programs. These are not duties, they are opportunities. No one must. On the contrary, they request to be given the opportunity. What good does it do?

We find that the sometimes blasé, troublesome fifteens begin to catch a glimmer of the problems that a counsellor faces. They gain an insight into the counsellor-camper relationship and from the discussions that follow long into the night, they begin to discover themselves and others. Instead of a headache, they can become a strong-spirited asset to the camp.

Having whetted their appetites at fifteen, they return at sixteen as C.I.T.'s (full paying campers). We impress upon them that this is their last summer as a camper and they should live it fully. We encourage them to learn skills that they had brushed past during their camping career so that they

will be better prepared for the role of counsellors. Crowd in that big canoe trip, produce that C.I.T. show, take advantage of those riding and sailing trips, time is precious, use it wisely. They become so busy that a new world of camping opens to them.

We also sit down with them at their request and work out a schedule for assisting with groups. They may wish to do this one day per week or perhaps two (never more than two days is permitted). By planning for specific days, we are then able to absorb them into units and cabin groups to work with staff who can give them the best experience. They spend the whole day from reveille to taps with a specific cabin group. They return to their cabin—tired—to compare experiences and pose questions. Their counsellor participates discreetly in this informal discussion, actually just channelling the torrents that pour out. More formal discussions and talks with unit heads, head counsellor and the director are held regularly to discuss philosophies of camping, the role of the counsellor, behaviour characteristics, discipline and the myriad other topics that a counsellor must probe.

Each C.I.T. has an individual program designed to ensure that he or she gets an opportunity to work for two weeks in each of the four units in camp. This often contravenes their fancied likes and dislikes as to age groups; but so many eyes have been opened over the years that this practice is maintained. C.I.T.'s are also allowed to go on extra overnights, canoe trips, etc., as an extra assistant (never in place of a staff member) or take the lead in camp programs and projects which lets them get their teeth into some real responsibility. We encourage them to try realizing and even hoping that they will make mistakes.

welcoming them and learning from these experiences. They are sensitive to failure and sometimes it takes great patience and skill to make them realize that everyone makes mistakes; that isn't important, it's what you do about them that counts. Their C.I.T. year should be the fullest and most exciting year of their lives. They are markedly different boys and girls who get on the buses at the end of August.

At seventeen, those C.I.T.'s who have displayed leadership potentiality are invited to return as Staff Aids. They pay no fee and receive no remuneration. In the past we have had them live together in a cabin and go out each day to work in their designated units. The evaluation indicated that they were being held back from making the transition from campers to counsellors. They were glorified campers. Next, we had them actually move in to a cabin group and live there for two weeks. Every two weeks they rotated to a new unit. Two weeks during the summer, they could choose two specialties in which to work. This latter role was not designed to make them specialists but to give them an insight into what was really involved in handling those "easy jobs".

This rotary system was wonderful for the Staff aids; for, combined with discussions and talks with senior staff it gave them an opportunity to grasp a picture of the total camp. However, we discovered that their gain was often at the expense of the campers and staff who found their comings and goings disrupting.

We now place Staff Aids in a cabin group (decided upon between director and Staff Aid) for the whole summer, where they can sink in their roots and establish a close relationship with a single group and see the results and



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Name.....  
(Please Print)

Position.....

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progress of their efforts. These were values that Staff Aids felt they missed in the old system.

At eighteen those Staff Aids who have manifested a readiness to assume more responsibility return as Junior Counsellors. They, too, are placed in a single cabin with a Senior Counsellor for the whole summer. Thus every cabin has a Senior Counsellor plus either a Junior Counsellor or a Staff Aid.

Our program is group centered, that is, the cabin group selects its own activities and goes to them with its counsellors.

Our senior counsellors never have any additional responsibilities, such as specialties, unit head roles, etc., so that junior staff are not projected into the role of senior counsellors.

This will lead many to ask "What's the difference between a Staff Aid and a Junior Counsellor?" On the surface none, but in fact quite a big difference. Each staff member is hired for a specific cabin group. The easy groups (which we know) are given to staff aids, while the tougher, more challenging groups are given to our best junior counsellors. Junior counsellors are permitted greater latitude in responsibility on the senior counsellor's day off than would be given to a Staff Aid since they are a year older and have had more experience.

Junior counsellors who have the ability and the interest may be permitted to assist one or two days a week with the special skill that is their forte. About 50% are interested in taking advantage of this opportunity. It's purpose is twofold. First, it gives a junior counsellor an opportunity to acquire skill in a field of specialization without divorcing him from the vital



experience of working with a cabin group. At the end of the summer they know better whether they wish to pursue the role of cabin counsellor or work towards an assistantship in a special activity. Secondly, it serves as a "farm system" for future specialists. Rather than hiring unknowns as assistants, we would much rather hire young people who have come up through our own ranks.

At nineteen, our best junior counsellors who we feel are ready are invited to return as Senior Counsellors. It is a long process, four years, in fact, with an immeasurable investment of time, energy and money by the camp. A few are plucked from us just when they are ready to be harvested but the majority stay and become some of our best counsellors. The high dividends returned have sold us on the soundness of the investment.

## Canoeing Safety

Have you taught your campers, over and over again, the Don'ts which must be observed for safe canoeing? Have you posted them where parents, your canoeing staff and campers can see them?

Don't stand up in a canoe.

Don't hide in a canoe.

Don't act silly.

Don't cry "Wolf!"

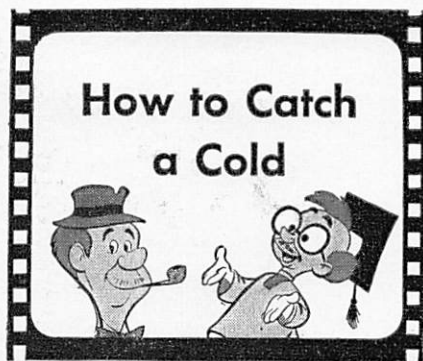
Don't over-expose.

Don't wear heavy shoes or rubber boots.

Don't go out alone in a canoe.

Don't swim away from a canoe, but hang on until help comes.

Don't paddle too near swimming animals.



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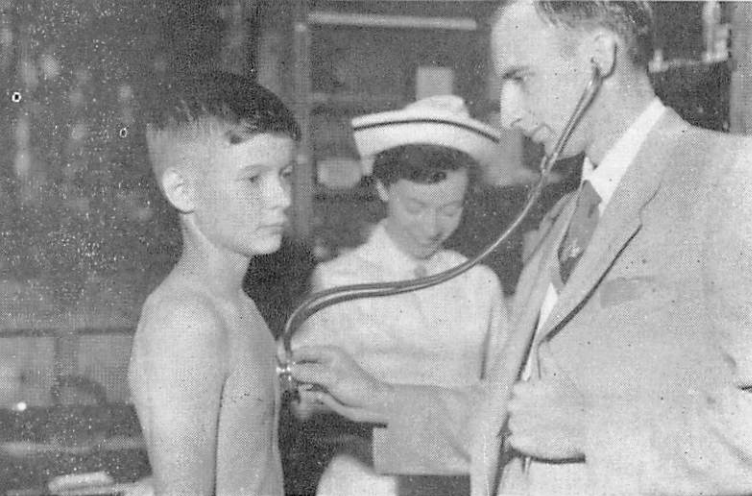
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# IS THERE A DOCTOR

## IN THE CAMP ?

J. E. ANDERSON, M.D. *Deputy Camp Director,  
Boy Scout Camps, Haliburton, Ontario.*

The medical services of a camp are extremely important for three reasons:

1. The success of a camp is dependent to a large extent on the health of its campers.
2. A camp's prestige is certainly enhanced in the eyes of parents of prospective campers if adequate medical care is provided.
3. The responsibilities of the camp director are great at any time; they are unnecessarily worrisome if he is without professional medical staff.

At a time when Canadian camps are taking a long look at themselves in an effort to establish basic standards, it would be wise to consider minimum requirements for medical personnel in camp. Almost ten percent of Ontario approved camps do not mention professional medical staff members, sixty percent employ at least one registered

nurse, and thirty percent have a resident doctor and one or more registered nurses.

It is considered essential that a doctor be available in case of emergencies occurring in camp. Whether the camp staff includes a resident doctor or not depends on four factors:

1. **Size of camp:** seventy-nine percent of Ontario camps employing a doctor had a camper capacity of over one hundred. In most cases, it is economically difficult to support a doctor where the camp population is less than this.
2. **Age of campers:** The younger the average age of the campers, the greater is the indication for resident medical care.
3. **Type of program:** A camp whose program is aimed at the more rugged aspects of camping with

many out trips, and campers doing much of their own hard labour will have more injuries requiring the judgment and care of a physician.

4. **Proximity to the nearest doctor on call:** If the distance (or travelling time) is great, a camp whose population is on the borderline concerning the above factors would be well advised to have a resident doctor.

The following is a scoring scheme which suggests the size of medical staff for various camps:

#### Check List re Camp Medical Personnel Score

1. Proximity to a doctor: If within 30 minutes travelling ..... 1  
Further than 30 minutes travelling ..... 2
2. Type of Program: Vigorous, pioneering, out-trips many ..... 2  
"holiday type" camps ..... 1
3. Age of campers:  
Majority of campers over age 12 ..... 1  
Majority of campers under age 12 ..... 2  
Majority of campers age 12 ..... 2
4. Camper capacity of camp:  
Over 200 ..... 4  
150 - 200 ..... 3  
100 - 150 ..... 2  
under 100 ..... 1

<b>Points Scored</b>	<b>Minimum Staff Requirement</b>
--------------------------	--

Under 5 —	Registered nurse
6-8 —	Doctor and nurse
8-10 —	Doctor and additional nurses

## Medical Report Forms

Prior to camping, each camper should be examined by a physician whose findings are recorded on a medical form. There is a dangerous tendency to accept a simple note from the family doctor stating "John Jones is in good physical condition." Such a form is almost useless and suggests a very cursory examination.

It is highly recommended that a standard form be supplied by the camp. Without being a lengthy, time-consuming document, it should ask all the questions which will be of interest and assistance to the camp staff.

One such form is printed here as a suggestion.

### THE BOY SCOUTS ASSOCIATION CAMP KENNAWAY

#### Medical Form To Be Filled In By Physician

Name .....

Age.....Date of Birth.....

Height.....Weight.....

Has had Tetanus Toxoid? .....

Date .....

#### Past Health:

List any serious illnesses with dates:

**Diet**—Are there any specific dietary requirements?

**Medication**—Give details of any medicines this boy will require at camp:

**Present Health**—Does this boy have any of the following conditions?

diabetes .....
asthma .....
hay fever .....
enuresis .....
rheumatic heart .....

recurrent tonsillitis .....  
perforated drums .....  
contagious diseases .....

### Physical Examination:

development..... Nutrition.....  
Any positive findings:

### Recommendation:

I believe that the above mentioned scout is able to take part in all camp activities including swimming except as stated below:

M.D.

.....  
Physician's signature

Date.....

### The Resident Doctor

The duties of the camp doctor have been well summarized in the June 1955 issue of *Canadian Camping* by Mr. W. E. Yard, whose article should be read carefully by all camp directors and physicians.

Briefly, a resident doctor should be dedicated to maintain the health of the campers, supervise the hygiene of the camp, and prevent the director from developing ulcers. The latter is not the least of his duties, and it would be commendable if he laboured with it in mind all the time. Snatching one of the campers from the jaws of death is meritorious only if he also acquaints the chief with the details of the case so that he will be able to discuss the illness with the child's parents with some degree of familiarity. It is not just useless red tape to insist that reports be made to the chief of daily sick parades, emergencies handled, hospitalizations, and sanitary conditions. The responsibility in all these matters rests finally upon the director.

It is recommended that all campers be examined on arrival, on departure, and midway through the season for long term campers. Although a screening medical has been done by an outside doctor, in the interval before arrival at camp any contagious disease may develop which was not evident at the first examination. Catching it early before a tent or cabin group is exposed has obvious merits. Particular stress should be put upon any positive findings reported by the family physician which may modify the participation of the camper in the program. Recording of weight on arrival and departure is good policy because luckily most campers gain some weight during the season and can return home proudly boasting of at least a few additional pounds.

Public relations are strengthened if the doctor writes a brief note of explanation to the parents of any home-bound camper who has been treated medically during camp. Mothers can become quite narrow minded when their pride and joy arrives home bearing half a dozen unexplained stitches on his person.

A very useful plan is used at Camp Kennaway in which a confidential report is made to each section leader following the medical examinations on the first day of each camping period. These reports are brief and informal, but acquaint the leader with any important facts which he should know concerning the campers assigned to him. They usually look something like this:

Bill Williams is slightly deaf and may need some extra consideration.

*continued on page 29*



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Sheets  
Springs  
Steel Cots

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Face Cloths  
Laundry Bags  
Napkins  
Table Cloths  
Tea Towels

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Coffee Equipment  
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Cutlery  
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Electric Stoves  
Frying Pans  
Gas Stoves  
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Mixing Bowls  
Ovenware  
Pans  
Pots  
Potato Chippers  
Toasters  
Trays

### Furnishings

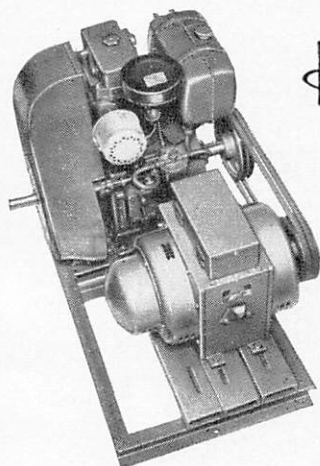
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**CANADA PACKERS LIMITED**

*continued from page 26*

John Henry will not be able to go swimming for three days . . . any substitute program?

Watch Mike Jones for any signs of cold and report . . . he had pneumonia last year.

Tom Sydney has been noted for periodic bed wetting . . . brace yourself.

Not much extra work, but a great help to the camp staff.

The doctor who sees each camper early in the camper's career can help a lot in making sure that first impressions of the camp are good. He is also able to evaluate the camper and make useful recommendations to the leaders. My own reputation for judgment took a severe downward trend after examining a twelve year old boy and reporting as follows:

"Bruce is a very shy boy with an impediment in his speech of which he is no doubt very conscious. He will need a lot of help in adjusting to the rough and tumble of camp life."

Within four hours, Bruce had all but demolished the camp and, through his extroversion had converted his leaders into nervous wrecks.

### Medical Problems

The camp doctor must be prepared to deal with almost everything from athlete's foot to leprosy. Upper respiratory infections usually head the list and appear to be unrelated to the

weather. Eye infections, ear wax and digestive upsets occur in a greater proportion than is seen in general practice. Allergic conditions such as hay fever, asthma, and hives are daily difficulties. The camp infirmary should be equipped to handle the minor surgery that may occur. It is important to remember that cases of wounds in persons who have not been immunized should receive Tetanus anti-toxin.

The unexpected plays a large role in preventing boredom in the camp's medical staff: the fish hook with one prong imbedded in a hand and another prong in an actively acrobatic fish; the dental brace which comes unfastened and can be neither left in nor removed; a muskrat bite; and the occupational disease of camps, homesickness which strikes where least expected.

One worrisome problem is that of the camper whose religious convictions forbid medical treatment. In these cases, a legal waiver form should be filled out prior to camp stating clearly the restrictions, and absolving camp and doctor of responsibility in case of illness or injury. If an emergency should occur, the doctor must use his judgment concerning the ethical and medical advisability of intervening. The outcome is his responsibility.

The camp doctor should be encouraged (in fact bullied) into participation in the broader aspects of the camp program — he usually has a valuable contribution to make to it, it is an excellent opportunity to establish good doctor-patient relationship with the campers, and most of all, because he will enjoy it thoroughly . . . as has this camp doctor.

—●

# . . . . . DUEL

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*A new regular feature  
in our magazine, edited  
by Miss Mary Barker.*

## I THINK CAMPERS SHOULD WEAR UNIFORMS

There are three things to consider — firstly, the manner in which the uniform affects those concerned with supervision; secondly, the degree to which it appeals to the campers themselves; and thirdly, some points to think of in selecting the uniform.

From the supervisor's point of view there are a number of practical advantages. If everyone has the same number and type of clothing articles, there is a noticeable reduction in Lost Articles. Regardless of the class of camper, there is always some danger of pilfering. With uniforms, except to make up lost kit, there is very little cause for this. Tidiness in cabins or tents, too, can be achieved readily if there is a uniform plan for placing articles, and if clothing is similar for every camper.

There is something about a uniform which enables our young people to feel "one of the gang"; thus, a good feeling of esprit de corps can be built up. I think it is important for all campers to feel alike, because they must live and play together under the same circumstances. There should be no cause for the well-to-do girl to outshine her poorer sister, nor for the girl who has no particular good taste in clothing to be shown up by the others. In the armed forces a uniform causes individuals to make a greater effort in their personal appearance, which in turn leads to better manners and a sense of pride.

No need for a uniform to be lavish; pride can be built up if the uniform is built around some story . . . a colour selected with a definite reason . . . a crest with a meaning that will give a camper a sense of belonging . . . a blazer to be worn during the year when camp is long past. Selection of simple articles makes it easier for parents to outfit children for camp . . . but the most important thing about any uniform is that everyone likes it!



# ISSUES . . . . .

---

*This month, the Issue  
about which our writers  
duel is: Resolved that  
campers should wear  
uniforms.*

## I DO NOT LIKE UNIFORMS AT CAMP

The camp with which I am at present mainly concerned is a YWCA camp established, with help from the Kiwanis Club, for girls. The camp is intended to provide a camping experience for all girls, and the Kiwanis Club gave their support with the understanding that the children of those in the low economic group could be sponsored and accepted at camp as equals with all other girls. I believe in this philosophy of camping as it applies to agency camps.

All children have to be clothed, either by their parents or by some welfare group. Due to climate, it is logical and economical to clothe them in a manner suitable to weather. Thus, in summer they have clothing suitable to camp, i.e.—shorts, cotton blouses or T-Shirts, accompanied by lightweight socks and camp shoes. This clothing they can wear all summer long, as well as during the camp period, and be well dressed for the entire season. Therefore, it does not seem necessary to require parents or sponsoring groups to purchase special uniforms. It is an added expense which might very well deter some child from a camping experience which she needs very much.

Suppose, too, a child is going to camp for the first time. He or she will feel strange, might not adjust quickly as could be expected. There is something about familiar clothes, clothes one is used to wearing, which brings confidence and a strong remembrance of home security.

There is still another point which merits consideration. In the world today, there is an alarming tendency towards uniformity. Should we not, at camp at least, encourage a little individuality, even if a mixture of red, blue and yellow shorts is not as appealing to our eye as the unanimity of uniformly clad little girls?

# ***Suggestions To A New Waterfront Director***

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*Through the kindness of Mr. Warren Clayton, we are able to reprint this article from a booklet published by the Canadian Red Cross Society, and entitled "What Every Waterfront Director Should Know".*

---

If possible meet and talk with your future employer *before* signing on. At least get an idea of the aims of the camp. If you don't agree, don't take the job. If you do, then trust your director. Realize that he knows his business. Keep your mouth closed and your eyes open and be ready to make do with what there is on hand for the first season. If you are invited back on staff for a second year, you will then be in a position to make intelligent suggestions for improvement.

Your director may, however, ask you for suggestions as to program or waterfront lay out, even before you come to camp. If so, this article will form a ready reference so that you may be in a position to advise him, but remember, it's *his* camp! Help him to run it *his* way.

Seldom does a newly appointed waterfront director realize that the most difficult problems he is going to encounter during the summer will be concerned with the organization and administration of his program, rather

than the actual teaching of swimming. Many of these problems must be solved before the director ever reaches camp and it is our intention to provide the new waterfront director with some tangible procedure for organizing his waterfront.

We feel that a well administrated and properly set up waterfront will aid the camp through its efficiency and will impress upon the campers the need for water safety consciousness.

In order that this article may be used as a source of reference we shall be as concise as possible and list many of the items mentioned in point form. Let us start from the time you are hired — you are now a waterfront director. Where do you go from here? The best place to start is with your new camp director or owner. There are many things which you must know that only he will be able to tell you.

## Details to be Discussed with the Camp Owner

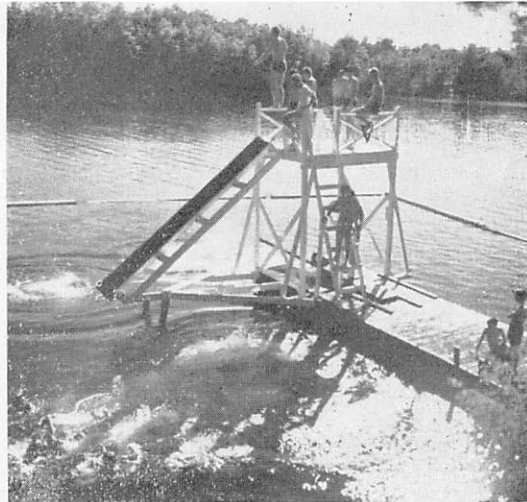
### (a) Equipment and Facilities

Of what does the waterfront consist? You must find out what the type of beach or shore line and what the bottom of the swimming area is like. The depth of the water and the rate of change of depth from the shore will determine your program set up to a certain extent. Also find out whether the lake depth varies during the summer. What hazards are there in and around the waterfront, behind the beach, on the lake bottom, and from the natural elements? You would be wise to request pictures of the waterfront or ask the owner to draw a diagram of the area.

It is also important that you receive information on all the present waterfront structures. The presence and type of dock construction (or the absence of docks) will necessarily vary your teaching technique. Find out also whether materials for making charts and posters are available at camp or whether you are expected to bring these with you.

### (b) Budget

Once you have a picture of the present waterfront in mind, changes may occur to you. Therefore you should ascertain what budgeting has been made for improvement of the waterfront and how this money may be used. If there is a budget, determine what control you have in this regard. You should also find out what natural resources are available from which you can construct waterfront equipment. In some cases, there is very little money set aside for the repairs and construction of equipment. It is therefore to your interest to spare the budget and



put your ingenuity to work to improve the area from materials already on hand.

### (c) Pre-Season Preparation

If there is to be a well-run program at camp you must have the co-operation of all the counsellor staff. Enquire regarding the policy of the camp with respect to pre-camp training. If there is such a program endeavour to have time set aside for staff waterfront training. Introduce the staff at this time to a brief outline of your program.

Determine too, if any of the staff will be available to help prepare the facilities on the waterfront, e.g. the setting up of present equipment and preparing new additions. There must be an understanding that a certain amount of time will be set aside for this purpose. Remember that other counsellors will be more willing to help you, if you in turn are ready to lend a hand when they need it. If you are new at a camp, you must be ready to receive training as well as to give it.

### (d) Responsibility

The camp owner will establish to whom you are directly responsible. In some cases you will be in charge of the waterfront working with the program

director, each of you being responsible to the camp owner. Alternatively, you may be responsible directly to the program director.

The area over which you have responsibility must be defined. You should therefore find out whether any one else will have authority over any activities on the waterfront. It is a much more satisfactory arrangement when there is single control of all activities on the waterfront so that safety precautions are under the jurisdiction of one person and are always in operation during periods of any waterfront activity.

It might be well to endeavour to set limits on the time period which the waterfront is in use and so to determine your period of responsibility.

#### (e) Discipline

The policy governing the jurisdiction over counsellors working on the waterfront must be established as well as responsibility for the discipline of the campers while swimming and boating. It is suggested that the waterfront director should be in complete charge of all persons on the waterfront. If you should have this authority it is important that you familiarize yourself with existing waterfront rules. This jurisdiction on the waterfront must include not only the campers but the counsellors, and any problems should be worked out in conjunction with the program director.

The miscellaneous camp staff must be considered in a policy laid out by the camp owner so that they only use the facilities at regular times when patrols are on duty. Try to make them feel included rather than excluded in both waterfront privileges and waterfront rules.

#### (f) Counsellor Privileges

In many camps the counsellors are permitted to use the waterfront equipment at special times such as on their day off or during the late evening. Additionally, there may be special times set aside for counsellor swims. A policy should be laid down with the owner concerning these activities and those concerned advised of this policy.

There should also of course, be specific regulations concerning days off for waterfront counsellors and substitution for patrol duties must be arranged for those days.

#### (g) Program

To set up your program properly you must have a rough approximation of the number of campers participating in the activity. You must also know to some extent the skill levels of the future campers. Another factor governing the program will be the number of counsellors available to give instruction and the number for patrol during the program. You should also keep in mind the change-over period of the camp. The owner can indicate whether there is a large turnover every two weeks, or one week period, or if campers usually remain all summer.

The records of past summers, if available, will give a picture of the type of camp program previously used and if there are repeat campers, you may find which skill levels they have reached.

In many cases the camp owner has had a particular camp program, complete with tests. These tests may be quite adequate. The waterfront director must consider how he will use them and whether some further tests are needed. The adequacy of the test may

*continued on page 30*

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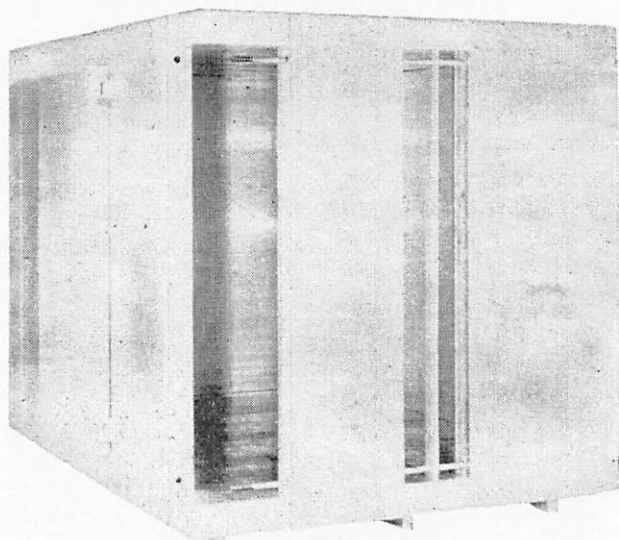
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*continued from page 34*

be shown by past records. If you feel you must use additional tests discuss it with the camp owner. Find out also whether the camp has specific identification of various levels of swimmers such as red caps for non-swimmers.

#### **(h) Personal Agreement**

Find out if there are any other duties for which you are responsible. Discuss them with the owner.

It is important to know which days you are to be off so that plans for replacement are established.

One important item we have not mentioned is your salary. It should be in keeping with the responsibility you are to assume and you must give good value for this trust.

Find out when you are to be paid. If it is at the end of the camp period, ask how much money you will require to care for your needs at camp and what facilities are available for you. Find out also about travelling expenses. Sometimes the payment of travelling expenses obligates you to take charge of a party coming to or from camp.

### **Details to be Discussed with the Program Director**

The waterfront program is an integral part of the camp program and therefore there are a number of problems that should be discussed with the program director.

We will enumerate briefly some of these items.

#### **(a) General Camp Program**

The general type of camp program planned should be discussed and the method of co-ordinating the whole program.

#### **(b) Grouping**

The camp grouping will determine to some extent the aquatic program. If possible try to have the camp additionally grouped as to skill level in swimming. This is an ideal however. The camp will usually be only divided into cabin groups and if so, have each counsellor accompany his group to the waterfront.

#### **(c) Teaching Hours**

The program director should be asked to tell you how many teaching hours are available so that you may calculate the total number of hours per day for teaching and the total number of classes for each skill level during the complete camp period. You should also enquire how many periods of recreational swimming there are per day, during which the waterfront will have to be patrolled.

#### **(d) Personnel**

The waterfront director must discuss with the program director the policy laid down by the camp owner, regarding the camp staff who will be used on the waterfront. This would include the number of staff to be used, the matter of replacements on counsellors' days off, the pre-camp training program and assistance in waterfront preparation. Decide who will be responsible for scheduling the counsellor's activities in your program.

#### **(e) Special Events**

There are many activities which are carried out in the camp as extras. Some of these activities will in part make use of the waterfront and others will be entirely waterfront program. These activities must be laid out with the program director so that a unified camp program is achieved.

*continued on page 67*

# WHODUZIT?

W. E. (TED) YARD

Our first series of four checklist type articles dealt with job analyses for "Section Directors" "Waterfront Directors" "Business Managers" "Medical Staff".

In embarking on a second series we feel again the urgency of restating the object of this type of article.

There is no effort to standardize staff categories; the emphasis being rather upon a careful thinking through of the detailed responsibilities of various staff positions.

The outline is not presented as an ideal, but rather as a reasonably orderly listing of responsibilities for a given position in one situation.

Each reader is invited to relate both the position and the individual responsibilities to his own situation and then to sketch out for his own camp, a job analysis for the position which most closely resembles the one under consideration.

In this issue we consider the broad area of *out-trips*, together with more specific consideration of the respective responsibilities of *Out-trip Director* and *Out-trip Guide*.

## Procedure for Out-Trips

### *Overnight Trips*

Counsellors planning overnight trips should arrange details with Section

Director and Out-Trip Director. Before any trip is authorized, a complete statement is written out by the counsellor with the following information:

1. Number of boys.
2. Destination.
3. Duration of trip.
4. Out-Trip equipment required.
5. Menus together with a summary of food needs.
6. An indication of the kind of program planned during the out-trip.

After the Out-Trip Director has authorized the trip and has checked over the list of equipment needed, he signs the sheet, and the counsellor then proceeds to the Depot to get his food supplies and equipment. The counsellor prepares a report on the event and gives it to the Out-Trip Director.

### *Canoe Trips*

The same procedure applies as for overnight trips with the following additions:

1. A list of campers and their qualifications must be reported.
2. A complete plan of the route must be drawn up and the boys should have had an opportunity to study this.
3. Arrangements must be made to have the entire group meet preceding the out-trip. No canoe trip leaves camp without such a meeting being arranged; all details should be in the Out-Trip



Director's hands at least an hour before this meeting.

4. A routine report is made on every out-trip, giving details on the progress of the trip, and conduct of the members of the party. This should be given to the Out-Trip Director when the group returns.
5. A guide (member or specialized out-trip staff) goes on each canoe trip, and is the man in charge.

### Out-Trip Director Job Analysis

#### I. Staff Training through:

(a) A comprehensive training period at the beginning of the summer with all guides and trip counsellors, concerning their responsibilities.

(b) Individual conferences with each guide and trip counsellor at strategic times between heavy tripping periods.

(c) Regular consultation with out-trip clerk.

(d) Conferences with all counsellors and other sternsmen before they leave on trips.

#### II. Direct Supervision in following areas:

- Introduction of out-trip programme for new boys.
- Out-Trip Forms to be filed in main office when completed.
- Inform Business Manager of out-trip schedule and number of boys out.
- Post list of boys on trips at office.
- Place food orders regularly with Business Manager.
- Complete Food Costing every two weeks.
- Supervise operation of Trading Post (Supply Depot).
- Receive and check all out-trip camper reports and file them.

—Make up statistical report at end of each period, reporting number of trips, camper meals, etc.

—Check all out-trip forms before food and equipment is issued to trip leaders.

—Meet personally with every out-trip group before they leave camp to be sure they are adequately prepared.

—Supervise closely the preparation procedure for all out-trips.

#### III. Programme Planning:

Be sure that there is a well-rounded, progressive, and well-integrated out-trip programme throughout camp.

In co-operation with Section Directors to see that there is emphasis on campcraft skills, camp cooking, canoeing, and elementary first aid in the interest group programme.

#### IV. Reports to Camp Director:

Out-trip schedule to be checked with chief. Staff assignments to be particularly noted and cleared.

#### V. In General:

The Out-Trip Director is, in effect, the Director of a specialized *department* which offers a specialized programme to the sections.

The Out-Trip Director takes the responsibility for the administration and technical operation of this Department as a programme service to the Sections. He meets with the Senior Staff Cabinet each morning to clear on areas of all-camp concerns. (Programme and otherwise).

### Out-Trip Guide

#### Direct Responsibilities:

- To act as leaders on canoe trips.

*continued on page 66*

# THE VOICE OF NATURE

REV. R. F. SNEYD, *Director,*  
*Camp Manitomono*

## Section 2.

Look into the story of Job. At least he has left us a proverb "the patience of Job". Most people have heard too about "Job's comforters" as people who increase our sorrow and trouble by their suggestions. However, there is a story in this man's life.

## Section 1.

One Camp Director said that the most sincere prayer he ever heard was uttered at Camp. The worst boy in his group was still awake when his friends were sound asleep. This youngster was rolled up in his blanket, lying on his back with his head outside the tent. Only God and the counsellor heard that prayer. Staring up at the beauty of the quiet star-lit sky the boy's spontaneous utterance was "OH, God".

The interesting situation that most leaders have at camp is that they and their campers are in the midst of beauty, and life which demands some kind of response.

A camp song, a hymn, a salutation to the dawn, a sunset service, and other parts of our camp program suggest that "nature speaks to us in a voice which we are able to hear."

Our present problem is to find some means of helping our campers to understand those voices. So let us look into one of the most ancient stories in history.

Job is a classic figure, and his biography will be eternally preserved because his problem was one which always faces mankind. Here was a man who was wealthy, influential, and had many friends. His religious zeal was recognized by those who knew him. In his day, people believed that he was in this fortunate position because God favoured him. These favours were merited because he believed in God. The Evil One would like to know if Job served God "for free". He insinuated that if he was to lose all material possessions this man would give up his faith.

Job's friends came into the picture when this righteous man lost his wealth, then his family, and finally his health. Even his wife suggested to him "to curse God and die". All the consolation he could get from those who loved him was, that he must have done something evil or God would not have taken from him everything except his life. He continued to declare that he had done no sin and his wretched condition was not an evidence of evil, and no one believed him.

### Section 3.

Job is restored and is brought back to a happy life and deeper faith when he finds God speak to him through nature. Let us consider in these following quotations the course of his experiences.

Where were you when I laid the foundation of the earth?  
Tell me, if you have understanding.

Who determined its measurements — surely you know!  
Or who stretched the line upon it?

On what were its bases sunk,  
Or who laid its cornerstone,  
when the morning stars sang together,  
and all the sons of God shouted for joy?

“Or who shut in the sea with doors,  
when it burst forth from the womb;  
when I made clouds its garment,  
and thick darkness its swaddling band,  
and prescribed bounds for it,  
and set bars and roos,  
and said, “Thus far shall you come, and no farther,  
and here shall your proud waves be stayed”?  
“Have you commanded the morning since your days began,  
and caused the dawn to know its place  
that it might take hold of the skirts of the earth,  
and the wicked be shaken out of it?  
It is changed like clay under the seal,  
and it is dyed like a garment,  
From the wicked their light is withheld,  
and their uplifted arm is broken.

“Have you entered into the springs of the sea,  
or walked in the recesses of the deep?  
Have the gates of death been revealed to you  
or have you seen the gates of deep darkness?  
Have you comprehended the expanse of the earth?  
Declare, if you know all this.  
“Where is the way to the dwelling of light,  
and where is the place of darkness.  
that you may take it to its territory  
and that you may discern the paths to its home?  
You know, for you were born then  
and the number of your days is great!

*continued on next page*

"Can you bind the chains of the Pleiades,  
or loose the cords of Orion?  
Can you lead forth the Mazzaroth in their season,  
or can you guide the Bear with its children?  
Do you know the ordinances of the heavens?  
Can you establish their rule on the earth?  
"Can you lift up your voice to the clouds,  
that a flood of waters may cover you?  
Can you send forth lightning, that they may go  
and say to you "Here we are"?  
Who has put wisdom in the clouds,  
or given understanding to the mists?  
Who can number the clouds by wisdom?  
Or who can tilt the waterskins of the Heavens,  
when the dust runs into a mass  
and the clods cleave fast together?

"Is it by your wisdom that the hawk soars,  
and spreads his wings toward the south?  
Is it at your command that the eagle mounts up  
and makes his nest on high?  
On the rock he swells and makes his home  
in the fastness of the rocky crag.  
Thence he spies out the prey;  
his eyes behold it afar off.

Then Job answered the Lord:

"Behold, I am of small account; what shall I answer thee?  
I lay my hand on my mouth  
I have spoken once, and I will not answer;  
twice, but I will proceed no further.  
"I know that thou canst do all things,  
and that no purpose of thine can be thwarted.  
"Who is this that hides counsel without knowledge?"  
Therefore I have uttered what I did not understand,  
things too wonderful for me, which I did not know.  
"Hear me and I will speak;  
I will question you, and you declare to me."

*I had heard of thee by the hearing of the ear,  
but now my eye sees thee;*





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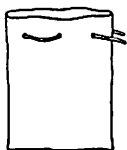
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---

# WOODFIRE AND CANDELIGHT

## Rhymes for a Camper

Just as a child strings nursery beads  
These simple rhymes I make,  
Threading my thoughts together,  
A necklace for your sake.

The beads hold many colours  
To give an hour's delight;  
Magic, too, if you possess  
The gift of inner sight.

Threading the words together,  
Trying to make them say  
The lovely things I want them to  
Is fascinating play.

I wish that some kind fairy  
Would help me learn the art,  
So I could put within my rhymes  
The things within my heart.

## The Camper and the Boogey-Man

Onct there was a little camper  
An' she wandered out at night;  
A great black Boogey caught her  
And he dragged her out of sight.

She cried all down her nightie,  
She pleaded on her knees,  
But he only pulled her faster  
Through the shadders of the trees.

He led her through a fearsome ditch  
Down a deep, dark well,  
An' made her live with snakes and  
toads  
An' things too bad to tell.

---

## MORAL

So if ever you are tempted  
To go wandering out at night  
Just you mind that little camper  
Who was hustled out of sight.

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"Once in a blue moon!"—no longer a phrase,

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A paddle by moonlight, a swing in a tree?

A hike down a trail to a mystery haunt?

Your favourite horse on a bridle-path jaunt?

A ride in a buggy, or a sail on the lake?  
Whatever it be, a choice you can make!

Come, choose an adventure, I'll grant you a boon,

For once in the summer there'll be a "blue moon"!

---

## A Wish

May the trail that you follow go winding high,

Up and on, to the rim of the sky . . .

A kindly trail, with a friend or two

To share your joy the whole way through.

May your wayside blossom with many a rose,

And every winding turn disclose

Adventures rare to add their zest

And tasks to call forth all your best.

So, my dear, I say: "God speed,

And strength to you for every need!"

This is my wish . . . the best I know . . .

As winding up Life's trail you go.

## Growing Up

A blossom grew in a garden small,  
And fretted because of a grey stone wall.

"I want to be free to spread, and grow . . .

These barrier walls, they cramp me so."

A little stray breeze came wandering by  
Out of a cloudless summer sky:  
She paused by the flower with the silken gown,  
She heard the sigh, and saw the frown.

"Oh, little blossom, why worry so?  
Above you, see, there is room to grow!  
Suppose you start just growing high,  
There is always room towards the sky!"

## Northward Ho!

North where the lakes are crystal clear,  
And the sands are gleaming white,  
North where the balsam scents the air  
And the days are long and bright;

North where the furry folk creep out  
To watch with wondering eyes,  
And the sunsets flash in rose and gold  
Along the western skies;

Ah, northward lies the trail I seek,  
It's calling now to me,  
And when the year comes round to June  
It's northward I will be.

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Dorothy M. Douglas

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What I like about this book is the writer's infectious enthusiasm for the fun and adventure that comes of camping in the best tradition. The accumulated practice and conditioning that begin in the simple forms of camping: a 2 or 3-mile hike with a "hiking lunch" in the knapsack, a bike trip of 5 or 6 miles, camping overnight in the back yard, a cookout supper up the creek, prepare the camper for the satisfaction of meeting the challenge of outdoor living successfully, for the joy of feeling independent, the pleasure of being in "top shape" and able to relish living close to nature.

Caring the reader in each case from the simple short venture through to the longer ones, he discusses what to wear, what to take, where to go, and how to plan the outings. There are chapters on how to become skillful at fire-building, outdoor cooking (some good

recipes for hike lunches and one-pot meals), outdoor plumbing, dealing with nature's hazards, some trailside hobbies and fun around the campfire. Generously illustrated and set in bold type, the book will particularly attract boys and girls of Scout and Guide age. Doubleday Publishers, \$1.50.

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Youth club leaders and camp counsellors will be glad to find a book of thoughtfully selected material for worship services, organized not in a series of formal services but in sections from which he can select in preparing his own services. The sections include Opening and Closing Sentences, Prayers, Readings, Themes, Great Sayings, True Stories of the Present Day, and some Outline Assemblies (the term for daily worship period at school). The book is not designed to give specific religious teaching but rather to offer to leaders and teachers material which each can use in expressing and illustrating his own highest philosophy.

One is pleased to note that there are companion books at the younger level: THE INFANT TEACHER'S ASSEMBLY BOOK, and THE JUNIOR TEACHER'S ASSEMBLY BOOK. Blandford Press, London (In Canada, Copp Clark Co. Ltd.). \$2.00.

## KIKI GOES TO CAMP

Charlotte Steiner

An illustrated story for children of kindergarten age, this is about a little girl's first summer at camp, written by one who has spent a summer next to a junior camp in Vermont. Kiki's preparations for camp, her somewhat tearful departure, and the subsequent enjoyable events of her camp experience are typical of what takes place in most of our Canadian camps. While not all camps can boast a barn with a mare and her little colt, there is no inference that all camps have horses, but rather that most camps offer some expansion of a child's own interests. This would be a very nice book to read to your youngest campers during their first days in camp, or for parents to read to them at home beforehand. Junior Books, Doubleday Publishers, \$1.75.

## WINGS IN THE WIND

Anne Merrill

A native of Ontario whose column in the Toronto Globe and Mail has been a regular Saturday treat since April 1943, Anne Merrill writes just as though she were sitting on the fence chatting informally with her friend the reader. While her style is relaxed and refreshing the information she imparts is both authoritative and intriguing.

In fact, some of her enthusiasm brushes off on her readers, with the result that her column draws a great many letters, interesting extracts from which she often shares with her reading public. In this book she presents highlights from her bird-watching experiences effectively grouped in chapters under such headings as Heralds of Spring, Birds that Ride the Wind, Voices of the Marsh, The Flower Birds, Birds that Brave the Snows. Her style is bright as a fresh breeze: "The flicker is called by some 60 different names—apart from the ones the ants call him", or "If men were clad in feathers few of them would be smart enough to enter the crow class."

She explores the fascinating theory that the hummingbird hitchhikes north on the saddle back of the wild goose. She tells us that the juncos—just one species of bird—in Iowa alone during their 200 days of winter occupation consume 1,750,000 pounds or 875 tons of weed seeds (this at the rate of  $\frac{1}{4}$  of an ounce a day for each bird). Quite apart from the gay colours and cheering music that birds contribute to the atmosphere of life in the open, what a magnificent job they do in keeping down weeds and insects.

Campers and counsellors are among the most fortunate of beings in that they have superb opportunities for

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observing the birds in their natural haunts of field, forest, and water. In watching a bird hunting for food, building a nest, or feeding its young, one is often carried out of oneself and beyond life's petty annoyances into what can be an absorbing pastime. The reading of **WINGS IN THE WIND** will further heighten such enjoyment. The Ryerson Press, Toronto. \$3.50.

## WHAT IS POPULARITY?

Mary L. Northway

This 48-page Better Living Booklet is an immensely readable interpretation of the findings of research into the social development of children with

particular reference to popularity. Today popularity has become a major goal with many adults and children. Our social values are tending to give great importance to the number of friends and admirers a person has, and the extent of his prestige, rather than to the quality of these relationships. Yet most camp leaders and teachers would subscribe to Dr. Northway's statement that "Hope for the future of society lies, not in individual striving for individual success and popularity, but in the warm, satisfying interpersonal relationships between people, and in the mutual trust, confidence, and interest that go hand in hand with such relationships."

*continued on page 70*

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CANADA



# FEEDING OUR CAMPERS

RUTH CARRUTHERS.

Dietitian,  
Bolton Camp

In Treat and Richards excellent cook book, which includes several chapters on food planning, there appears the following sentence,—“The customer (in our case, the camper) must be pleased, the principles of good nutrition must not be violated and the planner must be on friendly speaking terms with the financial statement”. With this challenge in mind, let us now consider camp food.

Food well cooked, attractively arranged, with a tempting aroma and served and eaten in pleasant surroundings should please our campers. To do this, care should be taken that the colours of the food blend, crisp and soft foods are served at the same meal and that hot foods are hot and cold foods cold. This is not easy to do in a camp “set-up” where steam tables are too costly for a short term operation, but it can be accomplished if the serving dishes are heated, lids put on immediately the food is dished and the food sent in to the dining room at once. Roast meat can be kept hot after slicing by immediately covering the platters with aluminum foil, and placing them in a warming oven until you are ready to send the food into the dining room. The dining room itself should be light and airy with attractive

curtains, tables and chairs and colourful dishes. It is claimed that a cheerful, attractive atmosphere stimulates digestion.

Let us discuss the principles of good nutrition, and while we must ever keep them in mind please do not make it obvious that we are doing so. We are fortunate in having in Canada, food rules, copies of which may be obtained from the Ontario Department of Health. If we follow the pattern set down by these rules we are sure of having a well-balanced day's food for our campers, taking special care that adequate Vitamin C. is served daily, whole grain cereals are always used whether in porridge or as a ready-prepared cereal, and that there is some good source of protein food for every meal. Protein, such as hard cooked egg, cheese, peanut butter or cold meat should accompany every salad. Two excellent publications may be acquired to help in this planning. The first, “Healthful Living” which is free, can be obtained from the Ontario Department of Health, and the other, which gives details of food values and is called “The Table of Food Values Recommended for Use in Canada”, can be obtained at the cost of one dollar from the Department of Public Printing and Stationery, Ottawa.

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These principles must be translated into food and while space does not permit an extensive discussion, the following suggestions may prove helpful. Chuck roasts of beef, when roasted at a low temperature (as all meats should be to reduce shrinkage) are delicious and an economical buy. We use commercial brand beef as it is not so fat and a few cents per pound cheaper. Sweet pickled hams are less costly and to my mind have a better flavor than the smoked meat. They should be simmered slowly, skinned, glazed and baked. Sausage meat is a better buy than sausages and it may be baked in a loaf pan or molded into patties. An ice cream scoop facilitates the dishing of minced beef, sausage meat, etc.

A great saving can be effected by using dry skimmed milk for all cooking. In cakes, cookies, muffins it can be mixed with dry ingredients and water added as the liquid. If it is to be used in fluid form the flavor of the milk improves if it is allowed to stand in the refrigerator for a few hours.

Commercially prepared pudding and cake mixes produce a palatable product and are not too costly. The instant pudding mixes are good but do run into a greater cost per serving. To save labor, make your muffins in large cake pans rather than muffin tins.

May I say at this point that the person responsible for food, be she the camp director or the dietitian, should build up a good library of cook books and nutrition materials. She should be ever on the alert for new ideas wherever they may be presented, e.g. conferences and magazine articles, government and Women's Institute publications.

The best way to be on good terms with the financial statement is to present simple, well cooked meals from

first quality ingredients. Serve dishes that will be acceptable to most campers to avoid plate waste. I know this is often very difficult to do, but it is not wise to repeat a dish which has not been liked. Use recipes with amounts worked out carefully for each dish prepared, so that you can watch the quality and quantity of the product and avoid left overs. These left overs are difficult to use up and in many cases, e.g. vegetables, lose their protective food value on standing. No food is really economical if it does not supply the essentials for bodily growth and health. Good flavorings and seasonings, sparingly used, if most of your campers are in the younger age group, make their contribution to well prepared food and add very little extra cost to the total food budget.

To prepare good food, first class staff and equipment are required. Secure the best cook possible and provide her with the best labour-saving equipment you can afford. The number of campers you are catering for determines the amount of other help required in the kitchen. A meat slicing machine should head the list of electrical equipment because not only does it slice either hot or cold meat to better advantage but slices many other foods as well. In our camp we slice all the tomatoes and cucumbers on it. The next purchase might be an electric mixer with chopping and grinding attachments. The acquisition of either of these pieces would soon effect a saving in food and preparation time.

Feeding our campers can be the most interesting job in camp, as well as the most important one. Happy energetic campers are well fed campers so it behooves us who are responsible for the food to accept the challenge with which this article opens and to meet it to the best of our ability.



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*continued from page 11*

values; but it is not enough, in a democratic society.

The camper learning to swim needs to acquire certain knowledge and certain skills. But he must try these out *in the water* before he can become a swimmer. He will also be lectured to on certain safety precautions, responsibility and respect for rights and safety of others, but the full realization and understanding of these cannot come to him if he never goes near the water. In like manner, citizenship skills and knowledge need to be learnt "in the water", and attitudes and understanding developed through *real*—not fabricated or play-like—participation in and responsibility for problem solving, conflict resolving, decision making and project planning. And the camp provides an infinite variety and number of opportunities for this.

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# ***School Camping in Ontario***

BY BLANCHE SNELL'S STUDENTS

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One afternoon last May our Grade IX class at York Memorial Collegiate Institute didn't go home as we usually do when school was dismissed. Instead, all thirty of us, boys and girls, dressed in camp clothes and loaded with bed rolls and knapsacks, piled into the bus which was waiting for us at the front door. We were off to camp school, a new experience for each of us, including our form teacher. Cameras were clicking and there was much noisy laughter.

The purpose of this three-day camp was not to provide a holiday. It was to learn about conservation, especially conservation of the Humber Valley. Our school is situated in this valley. We were trying out a kind of education which was new to us. It meant we would study together, learn about how the Humber Valley Conservation Authority is trying to preserve our valley, get to know our birds, flowers and trees better, and obtain more knowledge of Ontario's agriculture. It also meant we would work together, get to know each other and the teachers better, live outside most of the time and have fun together.

We had discussed the possibility of going to camp when we first started studying conservation in the winter

term. At first it seemed too good to be true, but the closer we came to May the more of a reality it became.

Before we could make our plans definite, however, we had to get permission from the Board of Education. We had agreed to pay our own expenses, about six dollars per person, and most of us earned our money. When Mr. Rutherford, our principal, and Miss Snell, our form teacher, were satisfied with the condition of the camp site, they took our request to the Board. After a long, tedious wait we received word we could go. Before we set out we studied in more detail various aspects of conservation, so that we would have a background for our camp experiences.

Miss Scholes, an experienced camper, agreed to accompany us. She gave us lessons in safety, taught us how to identify poison ivy, how to make bed rolls and many other things we needed to know. The class made a list of our duties, dividing up the work to be done. A booklet was prepared which included a list of necessary clothing and equipment, information about such things as spending money, transportation, the daily schedule at camp, and forms for our parents to sign. Then our parents

came to the school one evening to talk it all over with the teachers. Mr. Higgs of the Humber Valley Conservation Authority was our host, teacher and guide. We also had four other members of the staff with us.

### Location

The camp was about twenty-five miles away, north and west of Bolton. It was in the midst of small rolling hills, with a creek running through it. The cabins were strung out at the base of these hills, white dots on a velvet green carpet. They were not as comfortable as our city homes, but we did not mind that. Near the cabins was the dining hall, which we used for other things besides eating — showing films, square dancing and a tuck shop. There was a baseball diamond which most of us used in our spare time. The camp was a C.G.I.T. summer camp, and was a suitable location for the type of work we were going to do.

### What We Did

Camp operated very smoothly. Everyone had some chore to do. There were tables to be set, dishes to be washed, the Bible to be read. Each one knew just what he had to do and did it willingly. Eight girls or eight boys shared one cabin. These cabins had to be swept out daily and kept tidy. Each cabin had a leader. There were also two wash cabins to be kept clean and supplied with fresh water. One boy had a bugle which he blew to waken us at seven, to call us to meals, and bring us together for meetings or for fun. We greatly enjoyed square-dancing and to express this we wrote, "when we square-danced, fun and friendship hung in the air." All these duties were thoroughly planned before we left for camp.

After dinner the first night, some of

us went on a bird hike and others played ball. Then Mr. Higgs showed us "Nature's Half Acre," a beautiful coloured film, and went over our plans for the next day's trip. We were far too excited to sleep, and we talked and giggled so much that Miss Snell had to get up several times to quiet us. She said she did not succeed, but we weren't tired when we got up in the morning.

### First Day

The first day's study was an all-day bus trip which covered much of the Humber Valley watershed. Mr. Higgs taught us in the bus as we went along and we all kept records. We stopped often so he could show us the various things which were being done by interested people to improve the soil and preserve the land. We also could see the different types of erosion of the soil frequently found in the Albion Hills region. While we were resting on a hillside after lunch Mr. Higgs questioned us. Then we toured a one-hundred-acre field which could not be used for anything because of severe erosion and is now being reforested. Peel Plain was the last area we visited before returning to camp. Here we learned that the best crops are yielded on almost flat land and clay soil. We gained valuable information on that bus trip which we would not have known otherwise.

### Second Day

Our second day was a walking trip to two nearby farms. Mr. Stuart, a student at Guelph Agricultural College, took us on a tour of his father's dairy farm. He explained the different types of cattle, their characteristics, the food they eat and the quality of their milk. Exploring the barn and fields was interesting. By the end of the morning we were tired, but that did not last



long after we were treated to pailfuls of chocolate milk. We returned to camp for lunch. After sandwiches were eaten we talked about how a city boy can live in the country if he wants to badly enough.

It rained in the afternoon so the teachers took us in cars to a beef cattle farm. We studied the square-set beef cattle and compared them with the more triangular shape of the dairy cow. By the time we left this farm we had asked so many questions and had seen so much that we were ready for a call at the one-room country school where Mr. Stuart had gone when a boy. Most of us had never been in a rural school. When we got back to camp we sat around the fire and discussed the advantage of living in the country and attending a rural school. We now had a great deal more knowledge of farming and of life on the farm.

### Results of Our Experience

Through the school year our teacher encouraged us to mix with each other and make new friends. This was not really accomplished until we went to camp. We ate together, studied together, and gradually found ourselves learning things about people we did not even expect. We went to camp to study conservation of our land and trees. We were shown how the authorities are preserving some of our better land by making laws to protect it. We were shown how they are trying to make eroded land useful again by reforestation. We learned about how farmers care for their fields. And we also learned how to live with others and enjoy it.

The idea of a camp school should have been brought into effect long before.



*The Pine Sapling*

### What the Students Think of the Experiment

"Bernice, did you think this was a good idea?"

"Did I think it was a good idea? Of course I did. Why, I learned twice as much as I normally would at school. I think, when you see how badly conservation is needed, it makes a better impression and stays with you longer. When you collect all this information together, I'm sure you can see for yourself what a great achievement we have made."

"What did you think about it, Dale?"

"All I can say is it worked wonders and I am only sorry about one thing. I wish all of us could have stayed longer."

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"Will this carry over into your later experiences, John?"

"... not only for children, but for adults too. What I got out of it I think would be a great asset to the younger and older generations. The camp in some ways would help the Conservation Authority in their work of trying to make Canada a place of beauty and something that you can look forward to and be proud of because you helped it get the beauty and high standards among other countries."

"Was the cost merited, Bob?"

"I think this expenditure was wise, because we learned far more about conservation in two days out in the country than we would in two weeks in the city. We were taught the causes and types of erosion with examples. This way we know the values of conservation and reforestation. We saw cows, farms and many other things that we could not possibly see in school, except by pictures. We learned what the Humber Valley Conservation Authority is doing, and how. Yes, I think the expenditure was wise in every way."

### **Footnote from the Humber Valley Conservation Authority**

During the past year, there has been considerable activity in conservation education in the Humber Watershed. In the Spring, all of the Grade 7's from Forest Hill Junior High School were taken on a conservation trip in the Humber Watershed. In addition, schools from Etobicoke and North York were taken on a similar route. All of the Grade 10's from Bloor Collegiate spent one day in the Humber Watershed. A three-day camp school was held in May by a Grade 9 class from

*continued next page*

York Memorial Collegiate. A two-day camp was held by the Agricultural Club of Brampton High School.

The Humber Valley Conservation Authority has now acquired two hundred acres of land north of Bolton, Ontario, which will be developed for conservation purposes. Included in the development will be camp sites, nature trails, conservation demonstrations, picnic areas, skiing areas, a conservation camp school. If the demand for this type of activity increases sufficiently, there is no reason why it will not be possible to interest some organization in assisting in the erection of a suitable camp school on the land owned by the Humber Valley Conservation Authority. Additional properties are being purchased, and it is expected that by next year the Authority will own a block of nearly one thousand acres.

—●

### ***Out-Trip News***

No need now for heavy pots and pans on an out-trip. Heavy duty aluminum foil does the trick. Food can be steamed, baked, fried, as you like. Frying pans can be made by turning up the edges and pinching in the corners. Have you ever baked potatoes in foil? Cut a wedge from each potato and fill it with butter or cheese. Seal it in foil and cook on hot coals for about thirty minutes, perhaps a little longer for larger potatoes. Apples can be done the same way: core the apple, fill the hole with maple sugar or syrup, or butter, brown sugar, and raisins; seal in foil. Bake for twenty minutes on hot coals. Use your imagination, the possibilities are endless.

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# National News & Notes

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"Could it have just happened, or do I sense some well-planned organization and promotion?"

We answered that one. No, it didn't just happen; yes, it took well-planned organization, and promotion came by the year-ful . . . all done by a well-gearred team of busy camp directors who acted as committee chairmen and assistants with all the willingness in the world plus the energy of a dynamo.

Today, after Conference, it's like having a graduation or a wedding in the family. Congratulations fly around at a great rate. Those same men and women take the bows, and verbal orchids to everybody from President to bus-boy keep the office telephone atingle from sun-up to street-light time.

And to think we once had qualms! We questioned a move to larger quarters. The Royal York seemed such a vast domain, yet never have we been in such a hospitable setting. From the moment the decision was made, things began falling into place quite simply; problems, as they arose, vanished after sleeping on them, as it were. Then, when guests arrived on March 2nd and 3rd, that feeling of warm friendliness and home-coming made itself felt in session and workshop, and a rare appreciation of speakers and programme resounded throughout the Main Mezzanine.

THE CCA ANNUAL MEETING on the Wednesday night opened the Conference to bring out many more members than might be expected. To us, this is a pleasant portent, for it is obvious that CCA meetings are involving more and more members, and a sharp interest in all projects gives

impetus to the Association's progress. Just in passing let's list some of our targets for the few weeks left in this season:

An investigation by the Ottawa Valley group into the possibility of setting up a membership section which would be a part of the Canadian Camping Association, rather than being a part of the Ontario Section.

Investigation by Mrs. David Palter and Mr. Keith Cleverdon into the possibility of compiling a History of Canadian Camping, involving representatives from all provinces, and embracing all of Canada.

Promotion of Canadian Camp Week in all parts of Canada for the week of May First to Eighth. Posters, by the way, are available through Mr Charles Roche of the B.C.A. Write to him for further information: 3820 Lewister Road, North Vancouver, B.C. Please do your part to promote Camp Week in your area.

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From the nominations received at National Office it was obvious that the present Executive was unanimously re-elected for its second term. May we offer our sincere congratulations.

WELCOME GUESTS at the meeting were Miss Gertrude Moore who is visiting Toronto and expects to return to Vancouver shortly. Mr. Wallace Forgie joined us, to give us the pleasure of his company once more. And in time for the meeting, we're glad to say, were Mrs. Ethel Bebb and Miss Margaret Caesar who travelled to our Conference from New York City. Jack Pearse brought us his encouraging

report from Ottawa, and promise of increased membership from that area.

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Most of us felt we came to know our Key Speakers during the time they were at our Conference. Dr. Mary Northway had time to renew acquaintances between sessions, and we hope it will not be long before she will join us again. To Professor Hugh Allen, a trip to Toronto was like coming home. When he wasn't speaking at the workshops or talking informally to small groups, he was surrounded by old friends who wished he was not obliged to fly back to Chicago for a camp week-end.

A joy it was to hear Dr. Ernest Osborne, but better still to catch him in off moments to hear about his work at Columbia, his charming wife, a twenty-eight-year-old son, and younger twin daughters whose husbands are as different as the twins are alike.

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Another visitor from afar . . . and that soft spot in our heart for the West deepened our welcome . . . was Peter Cuff, who was able to combine holidays in New York via the A.C.A. Conference in Detroit and C.C.A. in Toronto. Mr Cuff is Boys' Work Secretary for the Central Branch of the YMCA in Edmonton, as well as being Executive Secretary of the South End Branch in the same city. Not satisfied with all that, he is also director of Edmonton's YMCA Camp Keewaydihin, and takes a keen interest in the Camping Association development in that area.

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The Annual Banquet gathered one hundred and forty delegates together in jovial mood to hear Dr. Osborne

once again, and to be rewarded by his easy humour and deep wisdom. In thanking him, Mr. John Hoyle, past president of O.C.A., presented a fine tribute in his usual unexcelled manner. Another tribute which came from the hearts of all of us went to our Dean of Camping, Mr. A. L. Cochrane, a guest at Head Table, and who received a round of applause seldom heard in our midst.

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We enjoyed meeting the guest of honour at the last YWCA committee meeting on Health and Physical Education, Miss Emma Kaufman. With her was Miss Aiko Shimizo, who is studying in Canada for a short time. After a lifetime spent in YWCA work in Japan, Miss Kaufman was able to give us some idea of the obstacles which must be overcome, the freedom which women have gradually won . . . and are still winning, the changes which have come about in the generation she has spent there. Her photographs of the "Y" camp which she organized strangely resemble Canadian scenes, tents remind us of home; and the lake, fed by hot springs, is always warm.

---

We cannot forget to offer congratulations to the Michigan Section of the A.C.A. who played host for five days for the 1956 American Camping Association Annual Convention. Weather-wise the gods smiled; programme-wise delegates smiled with satisfaction as members of the Executive, speakers, chairmen, discussion group leaders joined to give us one of the most stimulating conventions in ACA history. Enjoyed, too, the Executive Secretaries' meeting which developed into two gatherings full of ideas, optimism, encouragement . . . and a host of new friends.

About the 1958, ACA Convention, Minnesota delegates floored us: "Sure . . . we're ready for it! We've been working for a year on it already!"

We know now that Miss Gertrude Moore feels completely happy about the camp to which she has devoted her life, and from which she retired last year. Moorecroft, on the east coast of Vancouver Island overlooking the Straits of Georgia and the snow-clad mountains of the B.C. Mainland,

is to become a year-round camp under the aegis of the United Church of B.C. Rev. C. M. Stewart, chairman of the Christian Education Committee of the B.C. Conference, is making plans to use the site to train leaders for Church camps, and has many other projects on the horizon, too. We congratulate Miss Moore, and offer all our good wishes to Mr. Stewart for many years of success in this worthy undertaking.

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## Forest Fires Destroy Your Wealth !

Last year, the Department of Lands and Forests fought 2,230 forest fires in Ontario. Over 370,000 acres of your forest wealth was burned, your fishing was threatened or ruined, your camping pleasure endangered.

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*continued from page 41*

- To take responsibility for preparing the tripping groups.
- To make camper reports on all campers after their trips.
- To prepare out-trip forms and pack food and equipment.
- To unpack equipment after trip.
- To give out-trip director complete report after every trip.
- To keep staff quarters clean.
- To handle canoe testing periods and canoe instruction when not otherwise engaged.
- To teach campcraft skills in interest groups.
- To assist with repairs of damaged canoes.
- To fit into all-camp programme and routine at whatever points are deemed advisable by the out-trip and camp directors.

**General Responsibilities:**

- On canoe trips to help maintain and strengthen the relationship between counsellor and campers.
- To give leadership in the following areas:

Personal counselling of campers. Such skills as swimming, canoeing, campcraft, nature lore, camp cooking. An appreciation for Forest and Forest Life.

We like the idea a counsellor passed on for a lightweight bed for overnights: Buy a strip of canvas six feet long and forty-five inches wide, or sew together two narrower widths to give the required measurement. Turn in and sew a "hem" down each side six to eight inches wide (eight inches is best). Poles can be shoved through these hems the same way a curtain rod is pushed through curtains. Prop the poles on two notched logs and your night's sleep will be high, dry and comfortable.

*continued from page 39*

There must also be a pattern laid down for the testing program and the effect of this activity on the camp program discussed. Rainy day programs need to be outlined so that you will know which of you is in charge of the campers during the hours set aside for swimming classes on days not suited for swimming. If you are in charge, indoor facilities must be made available to carry out your rainy day program. On such days there will probably be a re-distribution of staff and you must establish the number you will need for your program.

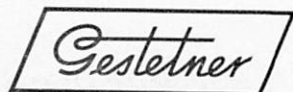
**(f) Discipline**

Discuss with the program director the policy laid down concerning discipline of the campers and staff on the waterfront. Your responsibility in the use of waterfront equipment should be established both during class hours and for special activities by the counsellors. If you are to be in charge of the waterfront then you must have an understanding with the program director that you are responsible for all activity in the water area. Try to treat this as a service that you can render, not as a right that you must guard.

**(g) Interest**

The waterfront director must show that he or she is interested in other camp activities and indicate a desire to co-operate in assisting in other camp activities.

It was Bernard S. Mason who said: "A dull knife is about as useless as a canoe without a paddle, or a camera without a film. It won't do its work. What's more, it is dangerous. More fingers are cut by dull knives than by sharp ones! It will take half an hour to sharpen a dull knife, but once sharp, a minute a day will keep it in perfect shape."



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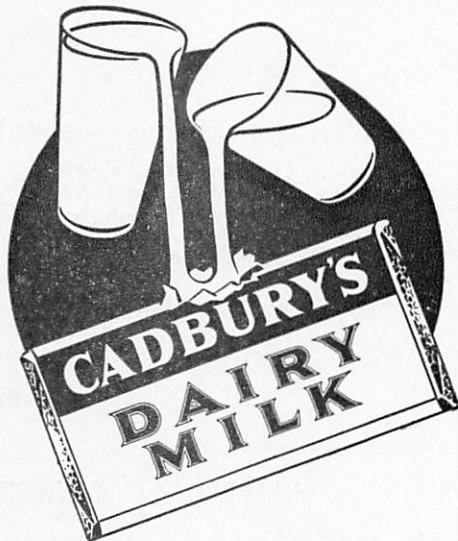
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*continued from page 52*

Some of Dr. Northway's earliest research studies actually took place in camp settings, and the sociometric tests now developed for measuring children's social adjustment are applicable to camp groups. The case histories from which she quotes in discussing the very popular child, the least popular children are actually the happiest, and what are some of the important things to know about those who are least popular. We find that in defining popularity we must distinguish between being highly recognized and being deeply wanted.

Certain reassuring facts of social life are found in sociometric studies to be consistently true. In any group of children there are a few who have a high sociometric score, a few very low, and others in between, with a very popular child being quite rare and nearly all children popular to some degree. Even the most popular child is not liked by every child, while few children are disliked by every other child in the group. Some children are liked intensely by a few, some are liked casually by a great many. If a child seems happy in the relationships he has developed he has achieved a social pattern that answers his particular needs.

Dr. Northway concludes with suggestions for helping children grow socially at home and in the wider sphere of school and community. Every camp leader from the cabin counsellor to the camp director will find this booklet immensely helpful, for one of the greatest contributions a camp can make to the development of its campers is in the area of good social relationships. Science Research Associates (in Canada, Thomas Nelson & Sons) 50c.



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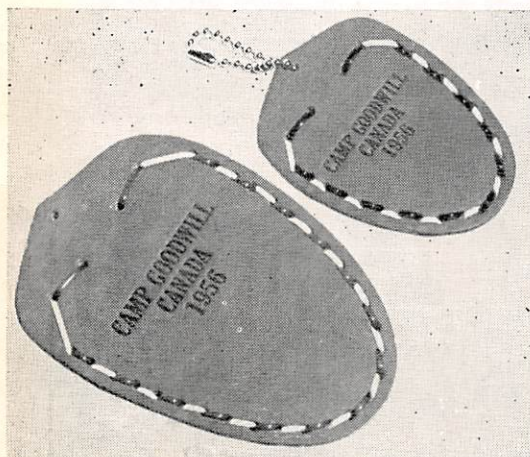
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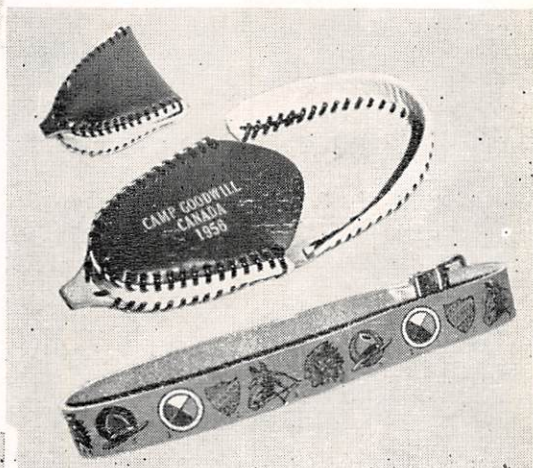
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